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ABSTRACT

The Kids in Dispute Settlement mediation program for grades 3 through 12 recognizes that conflicts are a part of everyone's life and that students can responsibly and constructively solve their own conflicts. Mediation uses the help of a third party to facilitate the conflict resolution process by working out differences non-judgementally. Student mediators are used because they do not threaten other students and can promote cooperation. Mediator training lessons are organized sequentially. They include objective, vocabulary, procedure, student pages, introduction, discussion questions, and closure. Student mediators should reflect the school population; and it must be clearly recognized that disputes involving weapons, drugs, and physical or sexual abuse are not cases for mediation. Confidentiality is emphasized, and a procedure is explained for situations in which mediation does not resolve the conflict. The following sections are presented: (1) "Setting the Stage"; (2) "Understanding Conflict"; (3) "Listening, Paraphrasing, Probing"; and (4) "The Mediation Process." Each section contains student activities to reinforce the messages and provide mediation practice. (SLD)

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MEDIATION FOR KIDS

Kids In Dispute Settlement

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Mediation For Kids

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Kids In Dispute Settlement (K.I.D.S.)

Purpose

The Kids In Dispute Settlement mediation program recognizes that conflicts are a part of everyone's life and students can responsibly and constructively solve their own conflicts.

Goals

- ❑ To resolve peer disputes that interfere with the education process.
- ❑ To build a stronger sense of cooperation and school community.
- ❑ To improve the school environment by decreasing tension and hostility.
- ❑ To increase student participation and develop leadership skills.
- ❑ To develop communication, critical thinking and practical life skills.
- ❑ To improve student-student and student-teacher relationships.
- ❑ To build self-esteem.

The Commitment

- ❑ Establish faculty support for the program. The more carefully you prepare your school, the more successful your program will be.
- ❑ Review the current discipline code and determine which situations may be recommended for student mediation.
- ❑ Release selected students to attend a three-day (total of 12 hours) training session. The students, together with their teachers, will decide how class-work will be made up. Limit training sessions to 12 students per session, except for classroom-based training. It is easier to monitor the progress of the learners.
- ❑ Allow a staff person, who will become the school coordinator, to attend or lead the student training sessions.
- ❑ Make a quiet space available with a table and four chairs for mediation sessions.
- ❑ Release student mediators from class when necessary.
- ❑ Abide by the solution that disputants agree on, without reprisals.
- ❑ Keep a tally of all student-mediated disputes so the program can be evaluated.
- ❑ Inform parents about the program.

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The Mediation Guide

What Is Mediation?

Mediation is a process of resolving disputes and conflicts with the help of a neutral third-party, a mediator, who facilitates the process. Mediation allows disputing parties to bring their problem to the mediation table in order to cooperatively work out their differences. Mediation is non-judgmental. The goal is not to determine guilt or innocence, but rather to work out differences constructively.

Why Mediation?

Mediation is a new way to address old problems. Kids arguing, pushing, name-calling, fighting. Sound familiar? Conflicts are a daily occurrence in all schools. Administrators and teachers complain that more and more time is spent disciplining students than teaching.

Detention, corporal punishment, suspension, and parent involvement are the most common methods used by schools to deal with student confrontations. Often students in conflict don't get an opportunity to talk over their grievances in a neutral setting and work together to find their own solutions. As a result, students' anger and frustration grows. Now, there is a workable alternative! Mediation.

Why Student Mediators?

Children understand and trust other children. They speak the same language and share common concerns. Student mediators do not pose a threat to other students because they do not represent authority.

A student mediation program sends an important message to students. "In our school we can talk over our differences. We don't have to fight to get justice. Mediation allows us to attack the problem and not the person."

Student mediation programs exist in many schools around the country. Starting from grade three, children can be trained as mediators.

Lesson Format

Lessons are organized sequentially and include the objective, vocabulary, procedure, student pages, introduction, discussion questions, and closure. The teacher's script is italicized. Glossary words are defined in language that is meaningful to mediation. The student vocabulary work sheet is on-going, with students adding definitions as they learn them.

Data Collection

The student mediator report form helps disputants become more responsible for carrying out their agreements. It allows the coordinator to oversee the agreements to make sure they are realistic and do-able and to spot potential problems. The report form also provides a data base about the extent and effectiveness of your mediation program. A mediation tally form is provided in the appendix. To prevent breaches of confidentiality, please transfer the appropriate information from your mediator report forms to the tally forms on a regular basis and destroy the mediator report forms.

We stress the importance of confidentiality. The success of the student mediation program rests upon the student body being able to trust the student mediators. Confidentiality and effective mediation are the foundation of that trust.

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How Are Students Selected?

Students should reflect the school population. Students may be selected by their peers, teacher recommendation, student volunteers or through an existing club or group. Academic standing should not be a criterion. Important skills include:

- ❑ people skills
- ❑ leadership potential
- ❑ respect of peers or ability to gain respect
- ❑ good verbal skills
- ❑ good listening skills
- ❑ willingness to stay with program for the school year
- ❑ ability to honor confidentiality

What Types of Conflicts Can't Be Mediated?

Disputes involving weapons, drugs, and physical/sexual abuse are not cases for mediation. Cases involving stealing and fighting may or may not be considered for mediation, depending on the circumstances and school district rules. It is important that these disputants have an opportunity to talk over their actions and try to resolve their dispute fairly and constructively.

What About Confidentiality?

Students who agree to become mediators are told that the information revealed by disputants is confidential, EXCEPT in cases that involve weapons, drugs or abuse. Such cases will be referred to the principal or principal's designee. Cases are not discussed with other students at any time.

What If Students Can't Resolve Their Conflict?

If disputants fail to resolve their conflict, their case will be referred to the person who is in charge of discipline.

What Is The Role Of The School Coordinator?

The designated school coordinator:

- ❑ Participates in or leads student training sessions.
- ❑ Introduces mediation to the staff and student body.
- ❑ Sets up the roster of mediators so that the program works efficiently and effectively.
- ❑ Reinforces training when needed.
- ❑ Helps students mediate when they are having difficulty.
- ❑ Acts as the school "trouble-shooter".

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How Much Time Is Needed For Training?

A classroom teacher conducting the training in his/her classroom might choose to teach one or two lessons each day. For the school-wide mediation training, we recommend three consecutive morning sessions (approximately twelve hours total), depending on the age of the children. Please allow as much time as the students need to become proficient in the skills.

How Are Skills Extended?

Provide ongoing opportunities for skill development with regularly scheduled mediators' meetings. Mediators may meet on a monthly basis for ongoing training and support. Brainstorming alternative strategies and role-playing difficult cases will increase mediators' skill level. Share and celebrate successes!

Invite professional mediators or members of the legal community to discuss advanced mediation techniques. Have students examine how mediation is applied in the broader community and global setting.

Whether or not students consider mediation as a career, they will develop skills that can be applied universally. Mediation is a life skill!

What Are The Models?

There are several models for student mediation programs. Schools should select the model which is most appropriate to their needs. Whatever the model, the mediation session must be conducted in an area that is relatively quiet to insure confidentiality.

- **Mediators on Call Model:** When a case is referred to mediation, a team of two mediators is called from their classrooms to conduct the mediation in the area designated as the Mediation Center. This model allows disputants to deal with the problem quickly and fairly so that they can return to class without losing quality learning time.

- **Scheduled Hours Model:** (one hour in the morning and one hour in the afternoon each day). A team of two mediators is stationed at the Mediation Center for those hours. If there are no cases, the mediators do their class work.

- **Administration Model:** The person in charge of discipline can mediate cases on the spot or within a few minutes.

- **Teacher Model:** Teachers are trained to mediate conflicts when they occur in their classrooms. Mediations are conducted when it is convenient for the teacher.

- **Whole-Classroom Based Model:** Teachers train their entire class. When two students cannot solve a conflict themselves, other students conduct the mediation in a private classroom corner.

Our preferred model is whole-classroom based. The classroom is the appropriate place for students to learn and internalize conflict resolution skills. Any classroom teacher can establish a student mediation program in his/her classroom.

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Overcoming Resistance

Compiled by Laura Shapiro, Schools Project and Training Director The Mediation Center, Poughkeepsie, New York

We would like to share some of the obstacles most frequently mentioned by educators about starting and maintaining a student mediation program in their school and some suggestions on how to overcome the resistance.

There's not enough support in my building.

- ❑ Educate a small core of staff and administrators on mediation and how the program can benefit all segments of the school community.
- ❑ Have a core group "sell" the idea to other staff. Involve teachers at all levels from the beginning so they will feel they are part of the program.
- ❑ Provide incentives to staff, such as money or credit for coordinating the program.
- ❑ Invite principals, teachers, parents and students from successful programs to speak.
- ❑ Show a video tape of local school mediation programs in action.
- ❑ Try a pilot program.

Mediation will take too long. Kids are out of class too much.

- ❑ Disruptive classes take time away from teaching; escalation takes more time.
- ❑ Schedule mediations carefully with teacher input from the beginning.
- ❑ Be clear about the relationship of mediation to discipline policy; clarify with input from staff, administration, and parents.
- ❑ Make clear guidelines regarding the program: who will do what, when, and where. Make sure kids don't use it to get out of class.
- ❑ Have enough mediators so that no student misses class too often.
- ❑ Schedule mediations during non-class time.

What if the disputants break their mediation contract?

- ❑ Ask for re-mediation; analyze where the agreement fell apart.
- ❑ If necessary, refer disputants to an alternative disciplinary system.
- ❑ Prevent broken agreements by training mediators in probing. Too many broken contracts may indicate that mediators need more training.

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What if a mediator's grades slip?

Discuss the problem with the mediator to find out what is the problem and if necessary with the mediator's teacher. Help mediators make a plan to improve the grades. No student should be removed from the program due to poor grades.

What if a mediator is a "behavior problem,"- uses violence, puts down other students, acts snobbish or breaches confidentiality?

- ❑ Make behavior guidelines clear to all mediators from the beginning.
- ❑ Emphasize that being a mediator means being a good role model.
- ❑ Try to find out what is really bothering the student; problem-solve.
- ❑ Offer a probationary period and a behavior contract that the student agrees to uphold; evaluate progress; offer leave of absence.

Another gimmick? This district always starts programs and doesn't follow through!

- ❑ Mediation isn't a gimmick. It is used successfully by corporations, legal communities, dispute centers and in many schools. Give it time.
- ❑ Fund program adequately; institutionalize.
- ❑ Provide on-going refresher training for staff.
- ❑ Maintain a school advisory group to trouble-shoot; don't hide problems: problem-solve.
- ❑ Report successes, have student alumni come back to school.

We don't have any conflicts here. This is not a "bad" school.

- ❑ Conflict is a natural part of life; resolving conflict positively can be a life-long skill.
- ❑ Conflict resolution can become a preventative educational program.
- ❑ Facing conflicts and dealing with them in a positive way is the sign of good school leadership.

We don't have money for this program.

- ❑ Provide other incentives for coordinators.
- ❑ Seek links to other funded programs, like drop-out prevention, drug prevention, attendance.
- ❑ Seek seed money from foundations.
- ❑ Convince parents and Board of need.
- ❑ Violence is much more costly to students, teachers, and the district at large.

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Mediation In Perspective

Conflict is the stuff of life. As long as there are people who work, play, and live together there will always be conflict. Rather than have conflict act as a destructive force, it is critical that we educate people, especially our children, to understand conflict and learn skills to deal with it creatively and constructively.

The Center for Disease Control in Atlanta, Georgia has declared that violence has reached epidemic proportions. The Center urges that nonviolent conflict resolution be taught to all students from pre-school to 12th grade.

A school-based mediation program should exist as an adjunct to a total school conflict resolution program. Conflict resolution skills need to be taught to all students as a preventative educational program There are many skills and strategies for resolving conflict before mediation. Mediation is a method of resolving conflicts after other strategies have been tried.

A conflict resolution program has students look at causes of conflict, the different styles that people use to deal with anger and conflict, the escalation process and the skills needed to manage and resolve conflict creatively and nonviolently. Skills include verbal/non-verbal communication, listening, problem solving, critical thinking, decision making, negotiation, and mediation.

A meaningful conflict resolution program exists in an environment that is nurturing and cooperative. Only the classroom teacher can build that community. The classroom teacher is the best resource to teach conflict resolution skills. He/she has the training to teach skills, content, and process and has the opportunity to reinforce them in meaningful situations. Skills, attitudes, and knowledge are modeled, taught, and reinforced through daily interaction and infusion into the total academic program.

Students have the opportunity to explore conflict from a multiplicity of perspectives and situations. Students see that conflict exists beyond the interpersonal level. Only when students see connections and commonalities can they truly understand conflict and begin to develop a "way of thinking" that helps build peaceful relationships in their personal lives, communities, and world. Conflict resolution skills are probably the most valuable life skills for responsible citizenship.

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A Letter From the Authors

Dear Student Mediator,

Congratulations! You have been selected to perform a very important service at your school. You will be making a big difference in the lives of many students, while gaining valuable experience, skills, and understanding about conflict and its resolution. This knowledge will also empower you to deal with conflicts in your own life more constructively and creatively.

Being a mediator is challenging. When individuals are involved in a conflict and can't handle it themselves, mediators act as the third person to help them talk out the problem and come to a win/win solution. You will help them to fight fairly. It is absolutely vital that the disputants are treated with respect and are given the opportunity to have their side of the story listened to, not only by you but by the other person involved in the conflict.

Being a mediator is a creative adventure. Each case is different. There is no script. The solution will depend on the individuals' needs. You will constantly be charting new territory. When it looks like there is no solution, your adventuresome spirit will help you look again at the problem from new angles.

Mediation is an exciting new field. It is being used more and more by the courts, individuals, businesses, and governments. Mediators help resolve environmental, divorce, neighborhood, and international business disputes. Who knows, perhaps you will find mediation the career you wish to pursue.

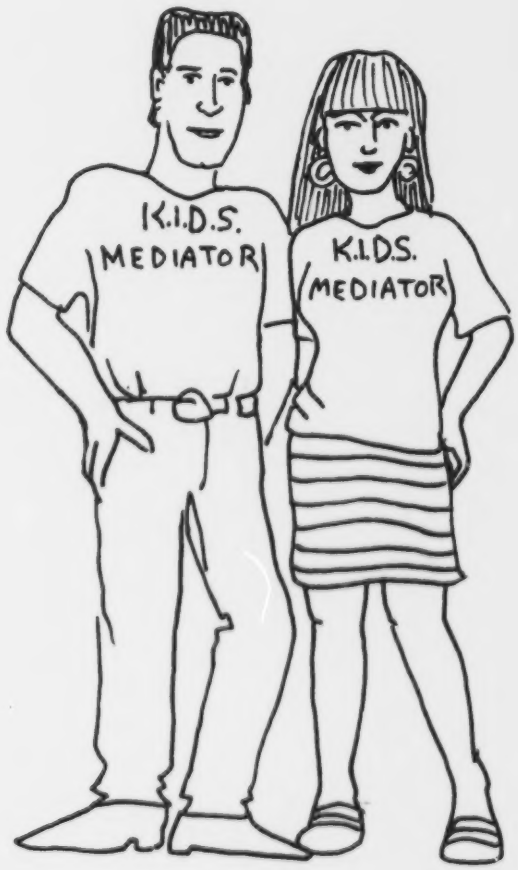
Again, congratulations. We wish you success!

Section 1 Setting the Stage

- **Getting Started**
- **Kids In Dispute Settlement Vocabulary**
- **Name String Toss**

It is important to create a climate of community, trust, and cooperation so that student mediators will feel at ease and comfortable working together as a team.

It is equally important that the students understand that being a mediator is a serious commitment on their part, and they need to do their best.



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Activity 1 Getting Started

Objective:

- ❑ To introduce mediation workshop.

Materials: Name tags, folders, blank paper, pencils, markers, A Letter From the Authors (Page viii), Student Page 1
Vocabulary: mediator, dispute, respect, conflict

Procedure:

1. Have students sit in a circle.

2. Introduction:
   My name is _____ and I want to welcome you to the Student Mediation Workshop. At this workshop you will learn how to be a mediator. We call our program K.I.D.S. which stands for Kids in Dispute Settlement. As a student mediator, you will have the opportunity to help other students who are having a problem or dispute work together to solve their conflict.

3. Give each participant a name tag, a folder with paper, pencil, and a student workbook or a copy of all student worksheets.

4. Have students read **A Letter From the Authors** (Page viii). Discuss.

5. Introduce "Working Together" guidelines. *We'll be working together as a team. It's important that we have some guidelines to help us work cooperatively and effectively.*

   - Be respectful. (No put-downs of any person or idea.)
   - Listen without interrupting.
   - Ask questions if something is not clear.
   - Speak clearly.

6. Discuss:
   What does the word respect mean? Why is it important to show respect? To listen without interrupting? To ask questions if something is not clear? What does speaking clearly mean? Are these guidelines acceptable? If so, I expect all of us to use them. If someone forgets, we'll gently remind the person of the rules.

7. Introduce **K.I.D.S. Vocabulary** (Student Page 1). Have students write the meanings of vocabulary words as they learn them.

8. Closure:
   Being a mediator is a big responsibility and we need to take our training seriously.

   Note: Workshop leader should give participants an overview of each day's procedure. (topics to be covered, breaks, and bathroom policy)

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Kids In Dispute Settlement — Vocabulary

body language _____

communicate _____

confidential _____

conflict _____

de-escalate _____

disputant _____

dispute _____

distort _____

emotions _____

escalate _____

gesture _____

hassle _____

listen _____

mediation _____

mediator _____

neutral _____

paraphrase _____

posture _____

probe _____

relevant _____

respect _____

response _____

responsible _____

resolve _____

resolution _____

rumor _____

win/lose _____

win/win _____

witness _____

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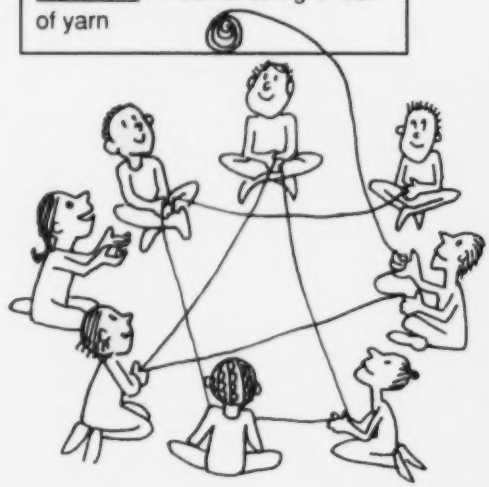
Activity 2 Name String Toss

Objectives:

- ❑ To have students become acquainted with each other.
- ❑ To create a friendly environment.
- ❑ To enhance listening skills.

Materials: A ball of string or ball of yarn



Procedure:

1. Have students sit or stand in a circle.

2. Introduction:
   We're going to do an activity which will help us to know each other. Each person will have the opportunity to throw the ball of string to another person in the circle. As you throw the ball, say your name and tell one thing you like to do. Be sure to throw the ball to someone who has not been introduced. As you throw the ball, hold on to your end of the string.

3. The workshop leader begins, "My name is_____ and I like to _____."

4. After everyone has introduced him/herself, discuss: *What have we formed?* (a web, telephone wires, network) Encourage creative thinking by accepting all student responses.
   How is communication like a web? (goes from person to person, sometimes communication gets tangled)
   What happens when I pull on my end of the string? (other people are affected)
   If someone comes into a room angry, how might this affect the other people? (makes others feel angry, tense, nervous)
   If someone comes in happy, how might this affect other people? (comfortable, happy)

5. *Unwind the web by reversing the procedure. The last person who received the string ball begins. As the ball is passed to the other person, say his/her name and what that person likes to do. Continue until the ball is rewound. If you have forgotten what the person said, it's okay to ask.*

6. Discuss:
   How did you feel before we did the string toss? (nervous, shy, curious, anxious)
   How do you feel now that you have had a chance to hear everyone speak? (excited, not so nervous, comfortable)
   Why is it important to know and use each other's name when you are speaking to them? (it shows respect; it's nice to call someone by name; it makes people feel comfortable)

7. Closure:
   When students come to mediation with a problem, they might feel nervous, anxious, unsure. They don't know what to expect. As mediators, you will be expected to help the students feel safe and comfortable. Using their names is a first step and shows respect.

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Section 2 Understanding Conflict

- **Is There a Mediator in the House?**
- **Trial vs. Mediation**
- **The Hassle Line**
- **Why People Argue and Fight**
- **Fighting Fair**
- **I Know That Feeling**
- **Conflict Clues**

All conflict involves emotions - strong feelings. Our bodies show these feelings. Effective mediators are aware of the signals of conflict and learn how to deal with upset or angry students.

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Activity 3 Is There a Mediator in the House?

Objective:

- ❑ To introduce mediation to students.

Materials: Student Page 2, Student Page 3
Vocabulary: mediation, win/win, disputant, confidential

Procedure:

1. Introduction:
   Most of the time people can solve their own conflicts. But there may be times when they need help. Rather than fighting it out or avoiding the problem, these disputants can go to mediation. People who help the disputants to solve their conflicts are called mediators. We will be doing many activities which will help you become an effective mediator.

2. Assign **Is There a Mediator in the House?** (Student Page 2).

3. Discuss:
   What is mediation? (a process of helping disputants talk over their differences)
   What *is the role of the mediator?* (a person who is not involved in the conflict and conducts the mediation session)
   What does win/win mean? (both sides work together to solve the conflict fairly)

4. Assign **You Want to be a Mediator?** (Student Page 3). Complete and share. If some students answered "no" to some of the questions let them know that it's okay. As students participate in the activities provided in the mediation manual, they will gain the knowledge and develop the skills to enable them to answer "yes" to all of the questions.

5. Closure:
   Mediation is a process of helping disputants work together to solve their differences. Mediators are people who are not involved in the conflict and conduct the mediation session. Mediators are trained in listening, communication, and problem-solving skills. Mediators care about people's feelings and keep information confidential.

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Is There a Mediator in The House?

You blankety blank blank! What do you think youre doing?
Why don't you watch where youre going, stupid!
Who you calling Stupid?
Its my turn to watch tv!

Fighting, crying, walking away, or ignoring a problem doesn't solve the problem (conflict). Talking about the problem with the other person is really the best way to handle a conflict. But there are times when you are so angry that you find it difficult to talk with the other person. **But now you can go to a mediator!**

Mediators help people (disputants) who are having a conflict listen to each other and find a solution to their problem. Mediators do not take sides. They are not judges. They do not look for innocence or guilt. They do not decide solutions to the conflict.

The object of mediation is to help each person listen to the other person's side of the story so that they can see the WHOLE story and not only their point of view. The disputants are responsible for finding a fair win/win solution to their problem. Mediation takes place in private and no witnesses are called.

WOULD YOU LIKE TO BE A MEDIATOR?

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You Want To Be A Mediator?

Can you answer "yes" to the following:	Yes	No
1. Do you like to help your friends solve problems?	☐	☐
2. Are you a good listener?	☐	☐
3. Do you have the patience to listen to people?	☐	☐
4. Can you keep information confidential (secret)?	☐	☐
5. Do you get along well with kids your own age?	☐	☐
6. Do you care about people's feelings?	☐	☐
7. Can you help calm angry kids?	☐	☐
8. Can you listen without taking sides?	☐	☐

With practice you can be a mediator. Let's get started.
You are now on your way to a new career.

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Activity 4 Trial vs. Mediation

Objective:

- ❑ To identify the differences between a trial and a mediation procedure.

Materials: chalkboard, chalk
Vocabulary: neutral, win/lose, witness

Procedure:

1. Write the word "trial" on one side of the board and "mediation" on the other side.

2. Introduction:
There are many differences between a trial and a mediation . Let's brainstorm some of the differences. You probably have seen many trials on television. Let's start by listing the characteristics of a trial. Add to the list any responses students don't include. Do the same for a mediation. Draw parallels so students can compare and contrast the two procedures.

3. Some possible responses might be:

Trial	Mediation
● witnesses	● no witnesses
● judge and jury	● no judge and/or jury
● lawyers take sides	● mediator is neutral
● records are public	● information is confidential
● win/lose (one person wins, one person loses)	● win/win (both people win)
● try to place blame for the problem	● no blame - disputants work together to solve the problem
● guilt/innocence	● no judging
● punishment assigned by judge and/or jury	● no punishment (people take responsibility for what they say and do)
● forced to appear	● voluntary
● feelings not important; just the facts	● feelings count
● costly	● free/low cost

4. Closure:
Mediation is not a trial. Mediators do not act as judges or lawyers. Everyone works together to develop a win/win and fair solution to the problem.

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Activity 5 The Hassle Line

Objectives:

- ❑ To have participants respond to a conflict from both points of view: the Giver and the Getter.
- ❑ To analyze body and verbal responses.

Vocabulary: body language, response, posture, gesture, hassle, escalate, de-escalate

Procedure:

1. Put students in two lines, facing each other in pairs, arm's distance apart. One line is the "Givers" and the other line is the "Getters." All pairs will act out the situation simultaneously. It will be noisy, but they will learn a great deal about their personal responses to conflict. Note: The Hassle Line should not be longer than six pairs. If you have more than twelve students, have them be observers and have them participate in the processing.

2. Introduction:
   Communication experts tell us that between 2/3 and 3/4 of our communication is non-verbal. That means we're talking with our bodies. That's called body language. We're going to do an activity called the ***Hassle Line*** *which will increase our awareness of how body language works.*

   During this activity we will be responding to a conflict situation. We will observe our ***body language*** *and our* ***responses****. We will then discuss what we are saying with our bodies. We will also have the opportunity to put ourselves in the other person's place, so that we can understand the other person's point of view.*

   Rules: *No touching the other person . When you hear "freeze" stop and hold your body language exactly the way it is.*

3. Role play: *Line one is the Givers and line two is the Getters. Here is the situation:*
   You are having lunch in the cafeteria with your classmates. Everyone is talking and laughing. You are trying to open a ketchup packet. Suddenly it opens and squirts all over the Getter's new sweater.

   When I say "start," react the way you would if this horrible thing happened to you.

4. Call ***FREEZE*** after one minute. *Now hold your position. Don't move.*
   Observe the positions of the Givers and Getters.

5. Process each pair, one by one. Ask students what they observed in each pair's body language. Check with each pair to see if the observations of the group are accurate and match the feelings and intentions of the Givers and Getters.

   What is this person's body language telling us? Observe facial expression and position of body. (pointing finger, clenched jaw, hands on hips, shoulders hunched, position of foot, eyes, mouth, etc.)

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What does it mean when someone is pointing a finger? Hands on hips? Hands are clenched? eyes are narrowed? Eyebrows raised? Position of mouth?

How close are the Givers and the Getters standing? Who moved forward? Backward? What does this distance mean? What effect did the body language have on the conflict?

What words were exchanged between the Givers and Getters? Did they listen to each other? What effect did the words have on the conflict?

Ask Givers and Getters: *How did you feel about what happened?*

Did the body language of the Givers and Getters match their words? What happens when the body language and words don't match?

What body language or words helped to solve the problem?

Were you surprised at the way you handled the conflict?

6. Have Givers and Getters switch roles and repeat the same situation. Process using the same questions.

   Discuss: *How did your feelings change when you were on the other side?*

7. If you have Observers, repeat The Hassle Line with them participating as Givers and Getters. The first group will now become the Observers. If there are no Observers, have students change partners by having the last person in one line ONLY move to the front of his/her line. This is an easy way to change partners with a minimum of movement.

8. Make a list on the board of words and actions that escalate (make the problem worse) or de-escalate (make the problem better) conflict.

9. Closure:
   During mediation, it is important for mediators and disputants to read body language. Body language can tell us much more than words how disputants are feeling. It is important for disputants to put themselves in the other person's shoes and share their feelings.

Other Conflict Situations:

a. You are the teacher. A student in your class always forgets his/her homework.
b. You hear that your best friend is spreading rumors about you.
c. You put your books and pencil on the cafeteria table. You see someone take your pencil.
d. Your mother picks up the telephone extension while you are saying something very personal on the phone to your best friend.

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Activity 6 Why People Argue and Fight

Objectives:

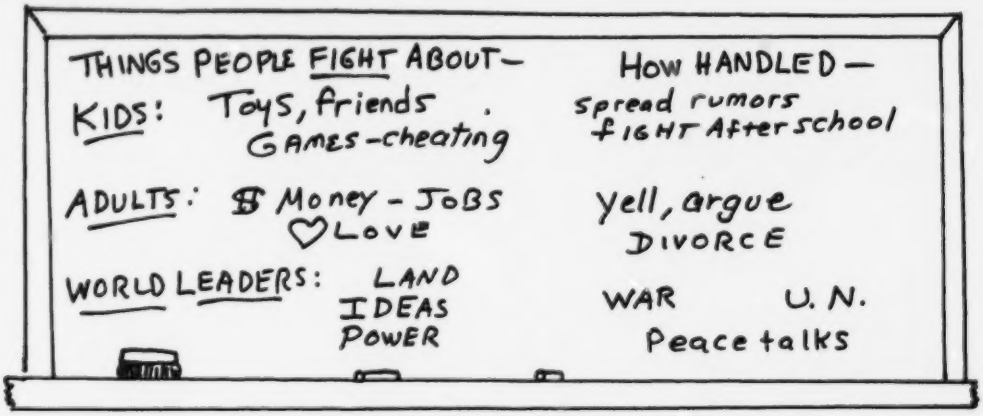
- ❑ To identify reasons why people argue or fight.
- ❑ To identify common methods used to handle conflict.

Materials: newsprint, markers
Student Page 4

Procedure:

1. Place students in small groups with newsprint and markers. Give each group a category - Kids, Adults, or World Leaders.

2. Introduction:
What are some of the things that kids, adults, and world leaders fight or argue about? Write your ideas on the newsprint. Use the following format:



3. Share responses and record on chalkboard. Post newsprint for reference and for Activity 7.

4. Discuss:
Let's look at the data you have collected. How are the conflicts of kids, adults and world leaders similar? Are there some conflicts that seem to belong together? What can we call these groups?
(**resources/possessions** - pencils, money, television, oil, land, water;
territory - chair, bedroom, invasion of space, parking space, in line at supermarket, boundaries;
relationships - best friend, boy/girlfriend, parents, siblings, in-laws, political leaders/ beliefs)

How similar are the ways that kids, adults, and world leaders handle conflict? What conclusions can we draw from our data? (The conflicts we face as children continue to grow as we become adults. Even world leaders have trouble resolving these same conflicts.) *Most of us use a limited number of techniques that we learned as young children which now have become habits. Even though these techniques do not work, because they are habits, we continue to use them. How do you handle conflict? Do you sometimes use old habits which no longer work?*

5. Assign **Observing Conflict** (Student Page 4). Have students keep a record of the conflicts they observe or are in. Share and discuss.

6. Closure:
There will always be conflict. Conflicts can be settled nonviolently by replacing old, destructive habits with new communication and problem solving skills. As a mediator, you will help the disputants to creatively examine conflicts and work together to solve them.

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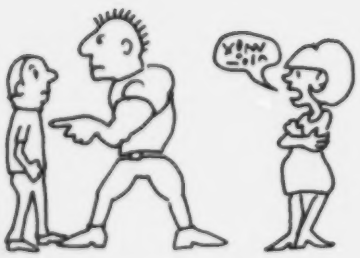
OBSERVING CONFLICT

Keep a record of conflicts you observe over the next two or three days. Try to be as accurate as you can. Report only what you see and hear.

	Conflict 1	Conflict 2	Conflict 3
WHO is involved?			
WHERE? (classroom, playground, home, etc.)			
WHAT is being said or done? (actions, words)			
HOW is the conflict handled?			



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Activity 7 Fighting Fair

Objective:

- ❑ To introduce the Rules For Fighting Fair Poster.

Materials: Student Page 5, newsprint from Activity 6
Vocabulary: responsible

Procedure:

1. Introduction:
   Why do games have rules? What would happen if we took away the rules for playing football or basketball? What are fouls? Just as there are rules for playing games, there are rules to help people get along better.

2. Introduce **Fighting Fair** poster. Have a volunteer read aloud the Fouls on the Fighting Fair poster.

3. Have students refer to the newsprint they posted during Activity 6. Identify fouls that kids, adults, and world leaders use in handling conflict.

4. Discuss:
   What do fouls do to a conflict? (cause it to get worse, escalate)
   Which fouls are used the most? How will attacking the problem and not the person help keep people from using fouls?

5. Have students refer to **Rules for Fighting Fair** (Student Page 5).
   Discuss:
   Why is it important to ***identify the problem?*** (a clear focus allows you to attack the problem, rather than the person; keeps the conflict from escalating)
   What does it mean ***to listen with an open mind?*** (to listen to all sides of an argument without judging, criticizing, or interrupting)

   Why is it important ***to treat a person's feelings with respect?*** (in a conflict situation, everyone is hurting)

   What does it mean ***to take responsibility for your actions?*** (no lying, blaming, making excuses)
   How can mediators use the Rules for Fighting Fair to help disputants solve their conflict?

6. Closure:
   The Rules for Fighting Fair provide a framework for disputants to resolve their conflict. As a mediator you will help students listen to each other so that they can attack the problem and not the person. You will help them Fight Fair.

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Rules For Fighting Fair

1. Identify the problem.

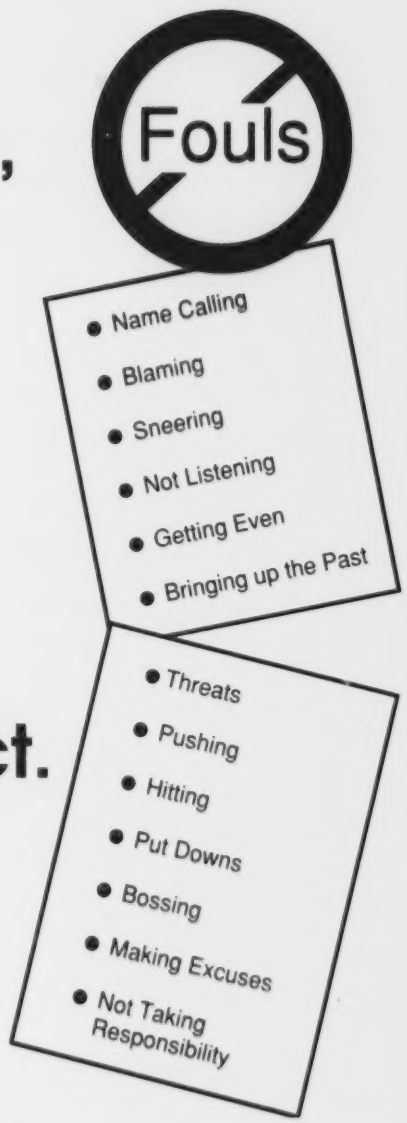
2. Focus on the problem.

3. Attack the problem, not the person.

4. Listen with an open mind.

5. Treat a person's feelings with respect.

6. Take responsibility for your actions.



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Activity 8 I Know That Feeling

Objective:

- ❑ To identify common emotions that people have in a conflict.
- ❑ To distinguish between a feeling and a desired action.

Materials: Student Page 6
Vocabulary: emotions

Procedure:

1. Introduction:
   Because we are human beings, we are capable of feeling many different emotions. Emotions are very strong feelings that all people everywhere on earth have. All feelings are natural.

   *When animals feel threatened they react instinctively to protect themselves. They either fight or run away. When people feel threatened their bodies feel strong emotions. They may have a gut reaction to fight or flee. Have you ever felt so angry that you said, "I feel so angry that I feel like killing him"? **I feel so angry** is a feeling. **I feel like killing him** is what you want to do, a desired action.* Often, disputants, when asked how they feel, will respond with desired actions, rather than words. Mediators should have the disputants focus only on their feelings and not on what they want to do. *It's important for mediators to distinguish between feelings and desired actions.*

2. Brainstorm "feeling" words. List on chalkboard. Tell students to notice that feeling words are usually one word (angry, sad, afraid, lonely) but intended action words often begin with "I feel like... " or "I want to.."

3. Assign **I Know That Feeling** (Student Page 6). Have students individually complete the sheet. Be sure that they focus on the difference between feelings and desired actions.

4. Share responses.

5. Discuss:
   How do hurt feelings escalate conflict? (cause us to use "fouls")
   Why is it important to identify feelings in a conflict? (lets people know that you are hurting, builds empathy and trust, humanizes the disputants, encourages the desire to solve conflict fairly)
   Why is it important to treat feelings with respect? (everyone has feelings and in a conflict situation everyone is hurting)

6. Closure:
   When people say and do things we don't like, our feelings get hurt. Mediators need to be very sensitive to the feelings of the disputants. Feelings, even bad feelings, are important and need to be treated with respect. When students share their feelings it is important to recognize the difference between a feeling and a desired action.

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I Know That Feeling

For each of the following situations tell how you feel, and what you feel like doing.

Situation	I feel...	I feel like...
When someone calls me a name		
When someone blames me for no reason		
When someone talks behind my back		
When someone breaks my new game		
When someone pushes in front of me		
When I give the wrong answer and the class laughs at me		
When someone makes fun of my clothes		
When the class bully threatens to beat me up after school		
When I talk to someone and this person ignores me		
When someone takes something that belongs to me		

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Activity 9 Conflict Clues

Objective:

- ❑ To identify the clues that act as signals of conflict.

Materials: Student Page 7

Procedure:

1. Introduction:
   When people are in a conflict, we can tell when they are angry by certain physical and verbal clues. What are some of these clues? (voice gets louder, face looks angry and flushed, body tightens up, bodies move closer)

2. Assign **The Fight!** (Student Page 7). Have volunteers role play the situation. Encourage them to over-dramatize the actions. Have students underline the clues that signal conflict: words, actions, tone and pitch of voice, facial expression, and body position.

   Write responses under these headings:

   Body Language **Words** **Actions**

3. Discuss:
   What words, body language and actions escalated the conflict?

4. Have students complete **The Fight!** Share and discuss.

5. Closure:
   Disputants do not always express their feelings with words. Mediators need to understand body language clues so they can help disputants recognize and understand their feelings and needs. Conflicts are not resolved until hurt feelings are fairly dealt with.

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The Fight!

Characters:
Jean, Elyse, Rupert, Lei

Situation:
Jean and Elyse don't know each other. They are not in the same grade, but they go to the same school.

One morning, while the hallway is filled with students changing classes, the girls are walking toward each other. Jean is busy talking with her friends Rupert and Lei. Elyse is looking at her notebook. Neither one is looking where she is going. Suddenly, someone comes up behind Elyse and bumps her. Elyse, in turn, bumps into Jean. Elyse keeps walking.

Jean turns around with her hands on her hips. She takes a step toward Elyse and shouts, "Hey! Who do you think you are, pushing me? Why don't you watch where you're going?"

Rupert challenges, "She's always pushing people in the halls. Why don't you teach her a lesson?"

Lei taunts her, "Are you going to let her get away with that?"

Elyse shrugs her shoulders, muttering, "What's your problem? You bumped into me."

Jean stomps toward Elyse glaring silently.

Elyse puts her hand on Jean's shoulder and pushes her back, demanding, "Get out of my face."

Jean's friends chant, "Get her, get her!"

Identify the problem:	
Jean's side of the story:	Elyse's side of the story:
Jean's feelings:	Elyse's feelings:

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Notes

Section 3 Listening, Paraphrasing, Probing ●

- **Effective Listening**
- **If I Win the Lottery**
- **The One Minute Report**
- **Do We Match?**
- **The Treed Cat**
- **Probing**

Listening and paraphrasing are essential skills for mediators. Listening is more than hearing words. Effective mediators listen carefully to disputants' words and watch their body language for underlying feelings.

Paraphrasing what disputants say ensures that each person hears the other person's side correctly. Paraphrasing clarifies the information needed to help the disputants solve their conflict.

Probing provides additional information about intent, attitudes, and feelings that will help disputants to understand the whole picture.

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Activity 10 Effective Listening

Objective:

- ❑ To differentiate between effective and poor listening.

Materials: None
Vocabulary: listen

Procedure:

1. Introduction:
   We hear a great deal about listening and how important it is. What is listening? What is the difference between hearing and listening? How do we know when someone is really listening to us? We're going to do an activity to demonstrate effective and poor listening behaviors. I need two volunteers. (Select students who have good self-esteem.)

2. Ask the two volunteers to leave the classroom to prepare a one minute report on their favorite television program. Tell them to wait outside until you call them in.

3. Tell students in the classroom that when volunteer #1 begins talking, they should use effective listening behaviors. *What does that mean?* (Stay in seat. Look at person talking. Body is positioned toward speaker. Pay attention - no talking, whispering, interrupting, fidgeting. Head nodding up and down occasionally.)

   Tell students that when volunteer #2 begins, they should use poor listening behaviors. Students will have limited eye contact with speaker, will not face speaker. Arrange to have one student sharpen a pencil, one open a book, one drop a pencil, two students whisper, one student walk over to another and talk.

4. Call in volunteers and have them decide who goes first.

5. After volunteers give their reports, ask volunteer #1, *How did you feel when you gave your report? Why?* (good, everyone paid attention)
   Ask volunteer #2 the same questions. (no one listened, not good, embarrassed)

6. Tell the volunteers that they were part of an experiment on effective and poor listening behaviors. Thank them for their participation and have the class applaud them for being good sports.

7. Discuss:
   How do you feel when someone (parent, teacher, friend, classmate, brother/sister) *does not listen to you?*.
   How do you feel when they listen to you? In a conflict ,why is it important for mediators and disputants to listen carefully?

8. Closure:
   It is important for mediators to be effective listeners. This means looking at the person who is talking, sitting still, and not interrupting. People who feel that they are listened to express themselves more openly. Good listening helps identify the problem and encourages respect and trust.

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Activity 11 If I Win the Lottery

Objectives:

- ❑ To practice paraphrasing.
- ❑ To practice effective listening.

Materials: None
Vocabulary: paraphrase

Procedure:

1. Have students sit in a circle.

2. Introduction:
   Today we're going to learn a new skill, called paraphrasing. Paraphrasing means listening with an open mind to what the other person is saying and then repeating it in your own words. Paraphrasing is an important skill for mediators.We are going do an activity called ***If I Win the Lottery*** *to practice paraphrasing. I will begin by telling three things that I would do if I won the lottery. The person on my left will listen with an open mind and then para phrase what I say. Then that person will tell what she would do if she won the lottery and the person on her left will paraphrase.When it is your turn, first, paraphrase what the last person said, and tell what you would do with the money. If you don't understand or forget what the last person said, it's okay to ask the person to repeat it.*

   Workshop leader begins: "If I win the lottery I will ..."
   Person on left: "The leader said if she won the lottery she would....If I win the lottery I will...."

3. Discuss:
   How did you feel when the next person listened and paraphrased what you said? Was it easy or difficult to remember what the other person said? What made it easy to listen effectively? Difficult? What could you do to overcome the difficulty? Why is it important for mediators to learn good paraphrasing skills?

4. Closure:
   Paraphrasing requires listening with an open mind - focusing on what the person is saying and feeling without judging, criticizing, or interrupting. Paraphrasing ensures that each person understands the other side correctly. Mediators who listen with an open mind and paraphrase what was said, clarify the information needed to help the disputants solve their conflict.

If I won the lottery I would buy my parents a house and pay for my brothers and sisters education — at Harvard.
Sue said if she won the lottery she would take care of her family. If I won the lottery I would buy a major league baseball team.
Johan said if he won the lottery he would buy a baseball team. If I won the lottery I would buy a mercedes, hire a really cute chauffeur and drive

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Activity 12 The One Minute Report

Objective:

- ❑ To practice effective listening and paraphrasing skills.

Materials: Student Page 8

Procedure:

1. Put students in groups of three: listener, speaker, observer. Give each student a copy of **Observer's Checklist** (Student Page 8).

2. Introduction:
   We're going to do an activity called "The One Minute Report." Each person will have the opportunity to talk for one minute on the topic "My Craziest Dream." Each of you will take a turn being the speaker, listener, and observer.

   Have three volunteers demonstrate the behaviors as you explain the roles.

   *The **listener** is to listen attentively without interrupting but giving non-verbal encouragement to the speaker.* (relaxed position, non-threatening gestures, eye contact without staring, verbal uh-huhs) *After the speaker has finished, the listener will paraphrase the story as accurately as possible.*

   *The **speaker** is to look attentively at the listener, speaking clearly and to the point.*

   *The **observer** will observe the speaker and listener using the Observer's Checklist. The observer is the only one filling in the checklist.*

   We will continue until everyone has had a turn being a speaker, listener, and observer.

3. Discuss:
   Was it difficult to paraphrase what the other person said? Why or why not?
   What makes an effective listener? Why is it important for mediators to be effective listeners and paraphrasers?

4. Closure:
   Effective listening/paraphrasing skills are essential to solving conflicts. When disputants feel that mediators are really listening and care about their feelings and their problem, trust grows.

5. Other suggested topics:
   My favorite hobby.
   A movie I would like to make.
   The most important thing I ever did.
   The person I admire the most.
   My best vacation.
   What I like most about me.

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Observer's Checklist

Name of observer: _____ Names of persons being observed: _____

Speaker:	All of the time	Most of the time	Some of the time	None of the time
Looked attentively at the other person	❑	❑	❑	❑
Spoke clearly	❑	❑	❑	❑
Used hand gestures	❑	❑	❑	❑
Used appropriate facial expressions	❑	❑	❑	❑
Listener:				
Looked attentively at the speaker	❑	❑	❑	❑
Listened without interrupting	❑	❑	❑	❑
Used non-verbal encouragements (facial clues, head nodding or shaking)	❑	❑	❑	❑
Used verbal responses (uh-huh, yes)	❑	❑	❑	❑
Paraphrased accurately what was said	❑	❑	❑	❑

List any other behaviors that were helpful or not helpful.

Observer's Checklist

Name of observer: _____ Names of persons being observed: _____

Speaker:	All of the time	Most of the time	Some of the time	None of the time
Looked attentively at the other person	❑	❑	❑	❑
Spoke clearly	❑	❑	❑	❑
Used hand gestures	❑	❑	❑	❑
Used appropriate facial expressions	❑	❑	❑	❑
Listener:				
Looked attentively at the speaker	❑	❑	❑	❑
Listened without interrupting	❑	❑	❑	❑
Used non-verbal encouragements (facial clues, head nodding or shaking)	❑	❑	❑	❑
Used verbal responses (uh-huh, yes)	❑	❑	❑	❑
Paraphrased accurately what was said	❑	❑	❑	❑

List any other behaviors that were helpful or not helpful.

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Activity 13 Do We Match?

Objective:

- ❑ To show the difficulties of communicating clearly.

Materials: Student Page 9, crayons, scissors, envelopes
Vocabulary: communicate

Procedure:

1. Introduction:
   Is it possible that when we talk to each other we don't always understand the words in the same way? Even when we hear the same words, is it possible for our minds to see different pictures? Let's find out.

2. Give students **Do We Match?** (Student Page 9) to cut and color according to directions and place in envelope for safe-keeping.
   Pair students back to back.
   One is the Teller and the other is the Listener.
   The Teller makes a pattern with his/her shapes describing it to the Listener.
   The Listener follows the oral directions (no peeking) and tries to make the same pattern.
   The Listener is not allowed to ask the Teller any questions.

3. Have them compare patterns. Ask: *Do your patterns look the same? If not, why not?*

4. Discuss:
   What does it mean to communicate? What could you have done to help communicate more clearly? (ask questions, be more specific)

5. Have students switch roles and compare patterns.

6. Discuss:
   How can a lack of communication lead to conflict?
   Can conflicts occur because it is difficult to say what we really want or how we feel?
   How can we make sure the information we have is correct?
   How can we clearly communicate information? (ask questions to clarify information)

7. Closure:
   Words mean different things to different people. When kids are in a conflict, they sometimes are so angry that they don't communicate clearly. A mediator asks questions that will help the disputants clarify and communicate feelings and needs.

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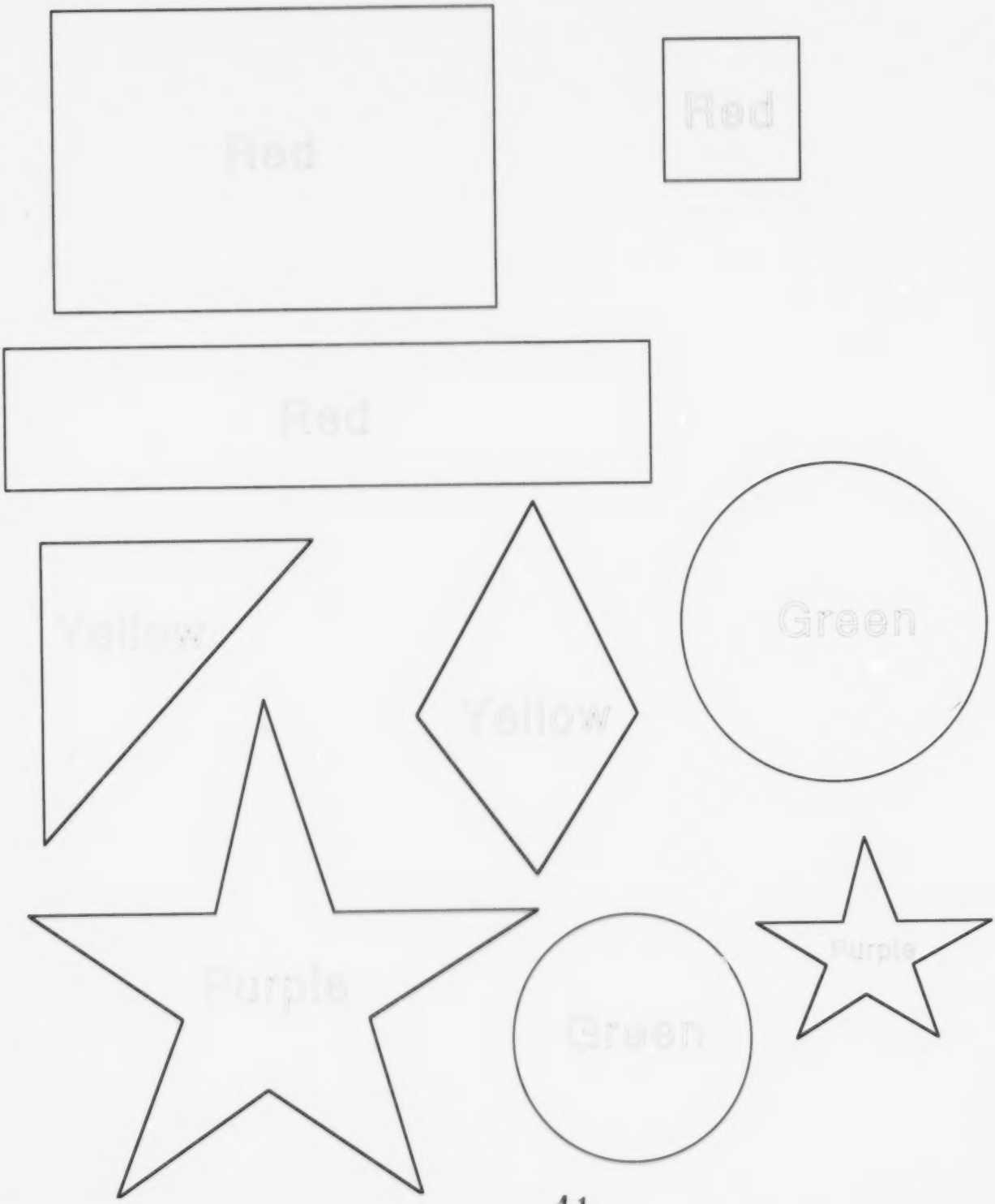
Do We Match?



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Activity 14 The Treed Cat

Objectives:

- To improve communication skills.
- To show how messages can become distorted.

Materials: Student Page 10
Vocabulary: rumor, distort

Procedure :

1. Introduction:
   What do you think happens to messages as they are passed from person to person? Let's find out.

2. Explain the following procedures:

   Select three volunteers who think they are good listeners to participate in this activity. Have two of them leave the room. Give **The Treed Cat** (Student Page 10) to everyone except the Volunteers.

   The leader reads the report aloud to class and to volunteer #1.

   Call back volunteer #2. Volunteer #1 repeats the report from memory.
   Call back volunteer #3. Volunteer #2 repeats the report from memory.
   Have volunteer #3 repeat the story.
   As each volunteer repeats the story, the class will listen, noting any details the person missed, changed or added on Student Page 10.
   Congratulate volunteers.

3. Questions to volunteers:
   How did you feel trying to remember all of the information? What made it difficult to remember all the story? (too much detail, felt nervous because everyone was watching me) *What would have made it easier to remember the story?*

4. Questions to class:
   What happened to the information as it was passed along? Was anything important left out? What do you think made it difficult for volunteers to remember all the information? What are rumors? What happens to a rumor as it passes from one person to another? Why do people spread rumors?

5. Closure:
   As information passes from person to person, the more likely it is that it will not be accurate. People don't hear all the information, or they change it. Sometimes important details are left out and the information gets distorted. As mediators, you will get cases that involve "he said, she said" rumors. It's important to remind the disputants that listening to rumors is not a reliable way to obtain information.

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The Treed Cat

Liane Thomas was riding home from the store on her new red bike, carrying the loaf of Italian bread her mother had sent her to buy. She was very pleased with her bike, because she had worked six months at Samson's Hardware Store to earn the money to buy the bike. It was a Raleigh twelve-speed racer and she had already clocked herself at forty miles an hour on it.

Suddenly, Liane heard someone crying "Help, help! Someone help me! My kitty is stuck in the tree!" She looked around and saw Suzy Jones from up the street standing under an elm tree nearby. Up in the tree was her calico cat, Buttons. "I'll get him down for you, Suzy," Liane said.

Liane proceeded to climb the tree, getting her green sweater torn in the process. When she got to the limb where she had last seen the cat, it wasn't there. She looked down to where Suzy had been standing, just in time to see Buttons slide down the other side of the tree into her arms. Suzy put Buttons into her pink doll carriage, tied a baby bonnet to his head, and went off down Oak street, leaving Liane to get out of the tree the best way she could.

Directions: For each repetition of the story, note details that volunteers missed or changed as it is passed along.

First volunteer:

Second volunteer:

Third volunteer:

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Activity 15 Probing

Objective:

- ❑ To improve questioning skills

Materials: None
Vocabulary: probe, relevant

Procedure:

1. Put students in small groups.
2. Introduction:
   Sometimes when disputants come to a mediation, they have difficulty telling what happened. As a result there is a lot of missing information. The effective mediator learns to ask questions that probe for more information about the specific conflict. The mediator doesn't get trapped in details that will not help solve the problem. Good questions go beyond yes and no answers, in order to get disputants to focus on the problem and relevant details. Listen while I read this report about a conflict that was observed by a student. Your group's job is to ask relevant questions that will help you gain and clarify information. In every conflict the important information is different. For example, in one conflict what someone is wearing might be important; in another conflict, what happened first, second, third might be important; in another conflict, the location might be important. Think about what important information is left out of the following report. Then, think of probing questions which would clarify the conflict.
3. Read aloud the following report.
   This is what I saw when I was coming to school today. Two kids were screaming at each other. I heard one of them say, "Stop. It's your fault!" The other kid said, "You stupid idiot. It's your fault!" Then the first one answered, "Well, if you would have kept your big mouth shut in the first place, no one would have found out. Now, the whole school is going to know."
4. Have students write relevant questions in order to learn more about the conflict. Share and discuss: Does this question help us to understand the conflict better?
   Possible questions.
   Are they boys or girls? (two boys)
   What are their names? (Arsenio and Giraldo)
   How well do they know each other? (They are friends.)
   What is Arsenio's side of the story? (He went to the movies with a girl named Sally. He doesn't want anyone to know.)
   What is Giraldo's side of the story? (He was kidding with Arsenio about Sally when David overheard them.)
   How does Arsenio feel about the situation and why? (He feels betrayed, angry because they went to the movies as friends, and not as boyfriend and girlfriend. He doesn't want to lose her friendship.)
   How does Giraldo feel about the situation and why? (He feels upset and confused because he doesn't understand why Arsenio is so upset.)
   What is this problem really about? (Arsenio feels that Giraldo told something that he shouldn't have told. Giraldo didn't know that David was listening.)
5. Closure:
   Sometimes in mediation the disputants will not be telling the whole story. It is the mediator's job to recognize this and ask probing questions which will help clarify the problem.

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Section 4 The Mediation Process

- Trouble in the Classroom (Scripted Mediation)
- Mediation and Mediators
- Mediation Role-Plays
- Glossary
- Mediator's Certificate of Completion

Practice makes perfect. Role-playing conflict situations will give students the practice they need to become good mediators. They now have the opportunity to put into practice the communication and listening skills and behaviors they have learned. By taking on the roles of mediator and disputant, students will understand what it means to "be in someone else's shoes." Encourage students to verbalize their experiences. Learning to mediate takes time. Be supportive.

Note: If possible, arrange to videotape each group doing a mediation session for evaluation purposes. Students can then look for their strong points and see which areas they wish to improve.

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Activity 16 Trouble in the Classroom

Objectives:

- ❑ To practice a simulated mediation session.
- ❑ To practice filling out a mediation report form.

Materials: Student Pages 11,12, 13

Procedure:

1. Introduction:
   I need four volunteers to role-play a mediation session. The mediators will mediate a conflict between two boys who had a fight in the classroom.
2. Give each student a copy of **Trouble in the Classroom** (Student Pages 11, 12) and **Mediator's Report Form** (Student Page 13).
3. Have four volunteers (2 mediators and 2 disputants) role-play *Trouble in the Classroom.*
4. Go over the process step by step, clarifying key ideas.
5. Have students practice completing the **Mediator's Report Form.**
6. Practice:
   Put students in groups of four and have them role-play **Trouble in the Classroom.** Be sure that each student has an opportunity to role-play both roles: that of a disputant and a mediator.
7. Follow-up discussion:
   How did you feel role-playing the mediator? The disputant? Were there any difficult parts in the mediation process? If so, what were they?
8. Closure:
   Mediation is a difficult job and requires practice, responsibility and a professional attitude. It is important for the mediators to try to understand the conflict from the disputants point of view.

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Trouble in the Classroom

Situation: Jimmy has been sitting in front of Eduardo all year in math class. Eduardo has this habit of tapping his foot on Jimmy's chair. It's been driving Jimmy crazy.

Jimmy: You jerk! Why don't you stop bothering me?

Eduardo: Who are you calling a jerk? I don't know what you are talking about.

Jimmy: If you touch my chair one more time, I'm going to let you have it.

Eduardo: I'll touch your chair all I want. See if I care.

The boys start pushing and the teacher asks them if they would like to go to mediation.

The boys agree.

Step 1 Introductions and Ground Rules

Mediator 1:

Our names are _____ and _____ and we are student mediators. We are not here to punish you or tell you what to do. We are here to help you solve your conflict. What are your names? (Write them on the form.) Thank you for coming. Everything you say here is CONFIDENTIAL, except if it involves drugs, weapons, or abuse. Then, we'll have to report it to our advisor or stop the mediation.

Mediator 2:

There are five rules you must agree to before we begin. They are:

1. Be willing to solve the problem. **2. Tell the truth.**

3. Listen without interrupting. **4. Be respectful: no name calling or fighting.**

5. Take responsibility for carrying out your agreement.

Do you agree to the rules? (Be sure the students agree.)

Step 2 Telling the Story

(Each person tells his/her side of the story. Mediator chooses the person who begins.)

Mediator 1: Jimmy, tell us what happened.

Jimmy: I was minding my own business when this creep starts hitting my chair.

Mediator 1: No name calling, please.

Jimmy: Okay. Like I said, I was sitting in my chair when he started hitting it, like he always does, just to bother me. I'm not going to take it anymore.

Mediator 1: You said that you were sitting in your chair when Eduardo started hitting it. How do you feel about the situation?

Jimmy: I feel angry because he's doing this all the time. He does it just to get me mad.

Mediator 1: You feel angry because he does it all the time just to get you mad.

Mediator 2: Eduardo, tell us what happened.

Eduardo: I always tap my foot. I do it to keep myself awake. It's just a nervous habit. You can ask anybody, I always tap my foot.

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Mediator 2: You said that you always tap your foot to keep yourself awake and it's a habit. How do you feel about what happened?

Eduardo: I feel upset because I really didn't mean to start a fight. He's too picky.

Mediator 2: You feel upset because you didn't mean to start a fight and you also think that Jimmy is too picky. Is there any other information that we need to know? (If yes, ask each one to speak following the same rules. If no, continue to Step 3.)

Step 3 Searching For Solutions

One mediator asks questions, the other writes the suggested solutions on paper.
This is not the time for choosing - only thinking.

Mediator 1: You both listened to each other's side of the story. How do you think this conflict can be solved? What could you do to solve this conflict? We're going to write down all your ideas. Later, you'll pick the idea or ideas you like best.

Jimmy: I could apologize for calling Eduardo a creep.

Eduardo: I could tap my foot on my bookbag, instead of his chair so it won't make a noise.

Jimmy: I could ask the teacher to move my seat to the front of the room.

Eduardo: We could exchange seats with each other.

Mediator 1: Any more ideas? (If none, go to Step 4.)

Step 4 Choosing the Solution

Mediator 2: Let's go over the suggestions you both made. Which ones do you think will solve this conflict?

Jimmy: I'll apologize for calling you a creep. I got mad and the words just came out.

Eduardo: I'll apologize for tapping on your chair. I didn't know that it was bothering you. I will tap on my bookbag from now on.

Jimmy: It sounds good to me.

Mediator 2: Is this conflict solved? (If they both say "yes" have them fill out their section of the Mediation Report Form. If not, go back to Step 3.)

Step 5 In The Future

Mediator 1: What do you think you could do differently to prevent this from happening again?

Jimmy: I'm going to try to tell people what is bothering me before I explode.

Eduardo: I'm going to try to be more aware of bothering other people.

Step 6 Closing

Mediator 2: Jimmy and Eduardo, congratulations for solving your conflict. To keep rumors from spreading, please tell your friends that the conflict has been resolved. Thank you for coming to mediation.

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Mediator Report Form

MEDIATORS : _____ **Date:** _____

_____

STUDENTS INVOLVED IN CONFLICT:

Student A _____ Student B _____

Grade ___ Age ___ Male ___ Female ___ Grade ___ Age ___ Male ___ Female ___

TYPE OF CONFLICT:

☐ fighting ☐ teasing ☐ threatening ☐ name-calling

☐ rumor ☐ pushing ☐ friendship ☐ property

☐ other _____

PLACE OF CONFLICT:

☐ classroom ☐ hall ☐ cafeteria

☐ bathroom ☐ playground/parking lot ☐ other _____

CONFLICT RESOLVED? YES ☐ NO ☐

RESOLUTION AGREED TO:

Student A agrees to _____ Student B agrees to _____

_____ _____

_____ _____

_____ _____

Signature _____ Signature _____

This form is confidential and should not be put in a student's cumulative file.

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Activity 17 Mediation and Mediators

Objectives:

- ❑ To identify the qualities needed to be an effective mediator.
- ❑ To have students summarize the Do's and Don'ts of Mediation.

Materials: Student Page14

Procedure:

1. Introduction:
   *You had the opportunity to role play a mediator and a disputant in **Trouble in the Classroom.** What qualities are needed to be an effective mediator?*
   Write responses on chalkboard. Possible responses:

   A Mediator...

   - ✔ is trustworthy
   - ✔ doesn't gossip
   - ✔ is a people-helper
   - ✔ is an effective listener
   - ✔ doesn't take sides
   - ✔ doesn't interrupt
   - ✔ helps identify the problem
   - ✔ asks probing questions

2. Have students review **Do's and Don'ts of Mediation** (Student Page 14). Discuss.

3. Closure:
   Mediation is not a trial. By paying attention to the Do's and Don'ts of Mediation, mediators develop the qualities that make them effective.

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Do's and Don'ts of Mediation

1. Do listen carefully.
2. Do be fair.
3. Do ask how each feels.
4. Do let each one state what happened.
5. Do treat each person with respect.
6. Do keep what you are told confidential.
7. Do mediate in private.

1. Don't take sides.
2. Don't tell them what to do.
3. Don't ask who started it.
4. Don't try to blame anyone for the situation.
5. Don't ask, "Why did you do it?"
6. Don't give advice.
7. Don't look for witnesses.

MEDIATION RULES
1. Be willing to solve the problem
2. Tell the truth
3. Listen without interrupting
4. Be respectful: No name calling or fighting
5. Take responsibility for carrying out your agreement
MEDIATOR
K.I.D.S.
MEDIATOR

Activity 18 Mediation Role-Plays

Objectives:

- ❑ To practice dealing with student - student conflicts from the perspectives of a mediator and of a disputant.

Materials: Student Pages 15-26

Procedure:

1. Put four students in each group. Assign roles: 2 mediators, 2 disputants. (As mediators gain experience, it is possible to have one mediator mediate a dispute.)

2. All groups will role-play the same conflict mediation session simultaneously.

3. Introduction:
   We're going to practice mediating some conflicts. Each person will get an opportunity to play the role of the "mediator" and the role of the "disputant." It is the "mediator's" job to use the mediation process and then ask probing questions if more information is needed.

4. Assign **Mediator's Script** (Student Pages 15-16) which will help them conduct the mediation session. Read and discuss each section so that students will be familiar with the script and how to use it properly. Point out that the **K.I.D.S. Tips** are there to help them over "rough" spots. Encourage students to add other Tips when needed.

5. Give disputants a copy of the case and the part each will role-play. Give them time to read the case and study their roles.The mediators do not receive a copy of the case.

6. After each case ask **mediators:**
   What kind of problems did you have? Did the disputants follow the mediation rules? Were they able to resolve the conflict?

   Ask **disputants**:
   Did the mediators treat you with respect? Did they read the mediation rules to you? Did they take sides? Did they repeat what you said accurately? Was it difficult to resolve the conflict? Why? Were you satisfied with the mediation process?

7. Assign **Getting to Win/Win** (Student Page 17). After each case, have each group complete the questions. Discuss. (This activity makes it easier to process all the groups' information and allows students to share insights and possible solutions to problems.)

8. Repeat this process with the other cases (Student Pages 18-25). Have students reverse mediator/disputant roles.

9. Closure:
   There can be many solutions to a problem, depending on how the conflict is handled. Mediation helps disputants fight fair and come to a win/win solution.

10. Have students read, discuss and sign **Mediator's Pledge** (Student Page 26). When student mediators have successfully completed their training, arrange to have them receive their **Certificate of Completion** (Appendix) at some form of school ceremony. Invite a judge or mediator to speak and hand the mediators their certificates.

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Mediator's Script

The following script will help you run your mediation session in a professional manner. While mediating use this script to help you remember the steps.

Step 1. Introductions and Ground Rules

Mediator 1.

Our names are _____ and we are student mediators. What are your names?

Mediators do not takes side. We are not judges, and we are not here to punish you or tell you what to do. We are here to help you solve your conflict.

Everything you say is confidential, except if it involves drugs, weapons, or abuse. Then we'll have to report it to our advisor.

Mediator 2.

There are five ground rules which you must agree to before we begin. They are:

1. Agree to solve the conflict.
2. Tell the truth.
3. Respect each other. No name-calling or fighting.
4. Listen without interrupting.
5. Take responsibility for carrying out your agreement.

Do you agree to these rules?

Step 2. Telling the Story (Mediator 1 asks disputant A to tell his/her side of the story. Mediator 2 asks disputant B to tell his/her side of the story. If necessary use probing questions, "What happened first? How? When?")

K.I.D.S. Tips

- Always use the disputants' names when talking to them.
- Take brief notes if the story is too long and complicated.
- Interrupt periodically, if necessary, to summarize what has been said.

_____, tell us what happened.

You said, "_____."

How do you feel and why?

You feel _____ because _____.

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Step 3. Searching for Solutions (Mediator 1 asks disputant A to think of all the ways that the problem can be solved. Mediator 2 asks disputant B. This is not the time to choose the solution.

K.I.D.S. Tips

- If neither person has any ideas have disputants change roles. "If you were_____ how would you like this conflict be be solved?"
- Remind disputants that they agreed to solve the conflict.
- Suggest possible solutions in the form of questions.

How do you think you can solve the conflict? I'll write down all your ideas. Later, you will pick the idea or ideas you both like best.

Can either of you think of any more ways to solve the conflict?

I'll read all your ideas to see which ones you think will solve the conflict.

Step 4. Choosing the Solution (Now have the disputants select the ideas that they think will solve their conflict. Mediator 1 asks disputant A. Mediator 2 asks disputant B.)

K.I.D.S. Tips

- If either disputant can't agree to a solution, go back to Step 3.
- Check with the disputants to be sure that the solution they have chosen is realistic and do-able.

Which suggestions do you both like? (Get responses from both disputants.)

_____ you have agreed to _____ .

_____ you have agreed to _____ .

Is this conflict solved? (If they both say "yes" have them fill out their section of the Mediator's Report Form.)

Step 5. In the Future (Mediator 1 asks disputants A,B.)

What do you think you could do differently to prevent this from happening again?

Step 6. Closing (Mediator 2 does the closing to disputants.)

Congratulations for solving your conflict. Please tell your friends that the conflict has been solved to prevent rumors from spreading. Thank you for coming to mediation.

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Getting to Win/Win

Case: _____

What was the problem?: _____

_____

Things said or done before mediation: _____

_____

How did disputant A feel?

_____

_____

_____

_____

How did disputant B feel?

_____

_____

_____

_____

Possible solutions to the conflict: 1. _____

2. _____

3. _____

4. _____

Circle Solution(s) Selected

Was it a win/win solution?

Yes _____ No _____

A win/win solution is:

- specific. (tells when, where, how, who)
- balanced. (both people share responsibility for solving the conflict)
- realistic and do-able.
- satisfying to both sides and resolves the conflict.
- sensitive to the feelings of each person.

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The Case of the Blabber Mouth

Place: Classroom

Characters: Tomeka, Samantha

Situation: Tomeka and Samantha are very close friends. They like to share their secrets. Tomeka tells Samantha that she likes Joe and wishes that he would like her.

Samantha sees Tim, who is Joe's best friend. She tells Tim that Tomeka likes Joe. The next day in class, some of the girls are chanting, "We know that you love Joe." On the chalkboard someone wrote, "Tomeka loves Joe."

Tomeka is furious. She confronts Samantha. "You're nothing but a blabber mouth. To think I trusted you. You're not my friend any more."

Samantha replies, "I'm not a blabber mouth. Let me explain."

Tomeka walks away saying, "I'm not interested."

The students go to mediation.

Tomeka's Story

I trusted my friend Samantha. How could she do this to me? The whole class is making fun of me. I'm so embarrassed. I don't think I could be friends with Samantha again. Friends are supposed to keep secrets. I feel very hurt. I still like Samantha but I don't think I could be friends with her.

Samantha's Story

I wanted to help my friend Tomeka. I told Joe's best friend Tim that Tomeka liked Joe. I thought that if Tim would tell Joe, then Joe would pay attention to Tomeka. I'm very upset that Tomeka doesn't want to be my friend and doesn't trust me.

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The Case of the GRAFFITI on the Bathroom Wall

Place: School hallway

Characters: Ramos, Ernesto

Situation: Ramos meets Ernesto in the school hallway and says, "Say that one more time and you'll be dead."

Ernesto says, "I don't know what you're talking about, man."

Ramos replies, "Yeh, you do. Say it again and I'll rearrange your face."

The students go to mediation.

Ramos' Story

I was told by one of my friends that Ernesto is going to tell the principal that I'm the person writing graffiti on the bathroom wall. That Ernesto, he's always making trouble. He thinks he can accuse people and get away with it. I don't do graffiti.

Ernesto's Story

Ramos threatened to beat me up. I didn't even know what he was talking about. I don't like it when people threaten me. I think someone is telling him stories. I try to mind my own business and stay out of trouble. The last thing I want is to get in a fight and get suspended.

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The Case of the Missing Book

Place: Classroom

Characters: Lee, Chris

Situation: Lee buys a book at the school book fair for $7.98. His classmate, Chris, asks to look at the book. Lee gives the book to Chris.

After lunch, Lee asks Chris for the book. Chris says he left the book on his desk. In front of the whole class, Lee accuses Chris of stealing it. Chris stands up and challenges Lee, "Who are you calling a thief? I didn't steal your stupid book!"

The students are brought to the mediators.

Lee's Story

I worked hard to earn the money to buy the book. When Chris asked to look at the book, I was happy to let him see it. I expect people to take care of things they borrow from me. Chris didn't even offer to help find the book or replace it. I'm angry, and I want my book.

Chris' Story

I don't know what happened to the book. I left it on my desk. When we came back from lunch, it was gone. I can understand how Lee felt, but he didn't have to call me a thief in front of the whole class. I would have offered to help him find the book, but he made me so mad.

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The Case of The *Nudge!*

Place: Classroom

Characters: Tom, Katrina

Situation: Tom likes Katrina. Katrina doesn't like Tom. He keeps begging her to go steady with him. Every time Katrina turns around, Tom is there. He teases her in class and several times she has become so annoyed that the teacher had to talk to them. Tom tells everybody that Katrina is his woman. In class, Tom again tells Katrina that he loves her. She becomes so annoyed that she calls him some terrible names. The kids in class laugh. Tom calls her a name back. Katrina gets out of her seat, goes over to Tom and pushes him and keeps on calling him names.

The teacher asks them to go to mediation.

Katrina's Story

I can't stand Tom. He bothers me all the time. He can't take "no" for an answer. I was so annoyed that I lost my temper. He'd better stay away from me. I'm not "his woman."

Tom's Story

I like Katrina. I thought if I would pay a lot of attention to her, she would get to like me. She didn't have to embarrass me by calling me all those names in front of the class. I didn't hit her when she pushed me. It's all her fault that we're in trouble.

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The Case of the Broken Bridge

Place: Classroom

Characters: Terry, Gracie

Situation: Terry built a model bridge for the school's science fair. She just made the deadline. Her teacher said she would not accept any more projects after today. Terry puts the bridge on her desk and tells everyone not to touch it. Then she walks to the back of the room. Gracie, her friend, picks up the bridge to look at it. Terry sees her, yells, and runs back to her desk. As Terry grabs the bridge from Gracie's hands, it falls and breaks.

Terry screams, "Now see what you've done, stupid! You better fix it or else... !"

Gracie screams back, "You're the one that's stupid. You broke your own bridge. See if I help you!"

The students are brought to the mediators.

Terry's Story

I was really proud of my bridge. This was the first time I ever built something all by myself. I was sure that I would get an A on the project. I spent many hours gluing those Popsicle sticks together. Even though Gracie is my friend, she had no right to touch my bridge. It's her fault that my bridge is broken.

Gracie's Story

Terry is my friend. I was happy that Terry finished her bridge on time. I saw the bridge on her desk, and I picked it up to admire it. If Terry hadn't screamed and grabbed the bridge, it wouldn't have broken. It's her fault. Besides, how dare she call me "stupid" in front of everyone. I was very embarrassed.

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The Case of the Stereo Gift

Place: School hallway

Characters: Mary, Joe

Situation: Joe and Mary are tenth graders and have been going together for a year. Last Christmas, Joe gave Mary a stereo. They have recently broken up and Joe wants his stereo back.

Joe demands, "I want my stereo. Bring it to school tomorrow or else I'm going to your house and tell your parents."

Mary yells back, "You've been bothering me every day for two weeks. When will you get it in your thick head that I'm not giving you back the stereo? You'd better not come to my house. I'll have my big brother beat you up."

A teacher hears Joe and Mary arguing and suggests that they go to see the school mediators.

Mary's Story

I don't know why Joe thinks I ought to give him back the stereo. A gift is a gift. I think he just wants to get even with me for breaking up with him. He's jealous that I have a new boyfriend. I'm not giving him back the stereo and he better not come to my house.

Joe's Story

The stereo was expensive. I had to work weekends for six months to buy her that present. I gave it to her with the understanding that we would listen to the music together. She has a new boyfriend, let him buy her a stereo. I want it back. Period!

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The Case of Whose Boyfriend

Place: School hallway

Characters: Tina, Shirah

Situation: Tina and Sam have been going together for several months. Tina is very jealous and doesn't want Sam to talk to other girls. She tells all the girls that Sam is off limits and they better keep away from him or else. Tina sees Shirah, a new student, talking and laughing with Sam in the school hallway. Tina storms over to Shirah, pushes her away from Sam and calls her all kinds of demeaning names. Shirah grabs Tina's hair.

The school counselor requests that they go to mediation.

Tina's Story

Everybody knows that Sam is my boyfriend. I don't want anyone messing around with him. Shirah was trying to steal Sam away from me. I saw her laughing and talking to him. Nobody steals my man.

Shirah's Story

I don't want her boyfriend. She's so jealous. Why is she so afraid to have Sam talk to another girl? She can't stand competition. I grabbed her hair because she called me some pretty bad names. What was I supposed to do, let her get away with that?

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The Case of the Barking Dog -

A Community Mediation Hearing

Place: Main Street, USA

Characters: Mrs. Garcia, Mr. Smith

Situation: Mrs. Garcia and Mr. Smith are neighbors. Mrs. Garcia lives with her husband, elderly mother, and her son.

Mr. and Mrs. Smith just moved into the neighborhood a month ago, with their two children. He recently purchased a big dog. The dog stays outside in a fenced-in yard.

Every night, without fail, the dog barks, and barks, and barks. On many occasions, Mrs. Garcia has asked Mr. Smith to please do something to stop the dog from barking all night long. Her mother is ill and can't get her much-needed rest. The rest of the family is exhausted too, and they are having difficulty staying awake at work and at school.

Mrs. Garcia brings Mr. Smith to mediation.

Mrs. Garcia's Story

I can't take it any more. I feel like shooting that dog. We used to have such a nice, quiet neighborhood. Now, all we hear is bark, bark, bark. To tell you the truth, I'm afraid my mother is going to die because she can't get her proper rest. Now, what's more important, my mother's health or that dog? If Mr. Smith can't keep his dog quiet, he should get rid of him.

Mr. Smith's Story

The first week that I moved into this house, someone broke in and stole my television, my stereo, and some of my wife's jewels. I went right out and got a good guard dog. That dog only barks when someone or some animal is walking by my house. I want the dog to bark for the protection of my family. Mrs. Garcia should be happy because my dog is protecting her too.

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Mediator's Pledge

I pledge:

- ❑ *to behave in a professional manner.*
- ❑ *to be fair and honest.*
- ❑ *to keep disputants' information confidential.*
- ❑ *to fill out the mediator form as accurately as possible.*
- ❑ *to return to class immediately after the mediation session.*
- ❑ *to make up the work I miss in class.*
- ❑ *to be a mediator until the end of the school year.*

Student signature _____

Teacher signature _____

Parent signature _____

Date _____

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Glossary

body language - messages communicated by our bodies

communicate - to send, receive, and understand information

confidential - to keep secret

conflict - a disagreement, dispute, quarrel, or problem

de-escalate - to make a conflict get better

disputant - a person who takes part in a dispute or conflict

dispute - an argument, quarrel

distort - to change the facts

emotions - strong feelings

escalate - to make a conflict get worse

gesture - a movement of the hands, arms, or any part of the body; used instead of words to help express an idea or a feeling

hassle - to annoy, bother

listen - to understand, to give attention to the speaker

mediation - a method of solving conflicts using a neutral third person

mediator - a neutral third person who helps disputants resolve their conflict

neutral - a person who doesn't take sides

paraphrase - to listen to what a person says and then repeat the main ideas

posture - the position of the body

probe - to find out more information by asking relevant questions

relevant - information that is connected to the issue or conflict

respect - to be considerate of others' rights, feelings, and beliefs

response - an answer with words or actions

responsible - to be trustworthy, reliable

resolve - to find a solution to a conflict

resolution - the selected solution to a conflict

rumor - statements passed from one person to another without proof

win/lose - in a dispute, one person wins and the other person loses

win/win - a solution to a conflict that satisfies both people

witness - a person who saw something happen

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Certificate of Completion

has successfully completed

Training in Student Mediation

School _____ *Date* _____

Signed _____

Mediation Tally Form

Summary of mediation cases from: _____ to _____

Conflicts resolved _____ Conflicts not resolved _____

Profile of students using mediation:

Total Female _____ Total Male _____

Grade: _____ Total: _____

Grade: _____ Total: _____

Grade: _____ Total: _____

Grade: _____ Total: _____

Grand Total: _____

Type of conflict mediated:

_____ fighting _____ name-calling _____ friendship
_____ teasing _____ rumor _____ property
_____ threats _____ pushing

Other _____

_____

Place of conflict:

_____ classroom _____ bathroom _____ off campus
_____ hall _____ playground _____ cafeteria
_____ parking lot

Other _____

_____

Notes

Other Resources

Peacemaking Skills for Little Kids Preschool - Grade 2
Through puppetry, role playing, body movements, story telling, discussion, art, music, and circle activities children develop positive self-esteem, sensitivity to the needs of others, respect for human differences, love for the natural environment, and ways to handle conflict nonviolently.
Peacemaking Skills for Little Kids comes with complete teacher's instructions, "I Care Cat" puppet, audio cassette, and "I Care" poster.

Creative Conflict Solving For Kids Grades 3-4 and **Creative Conflict Solving For Kids** Grades 5-9
These interdisciplinary resource units challenge students to deal creatively and constructively with conflict. Through brainstorming, role playing, problem solving and decision making, students learn the skills of creative communication, active listening, fighting fair, critical thinking, and cooperation.
Creative Conflict Solving for Kids comes with ready-to-use student workbooks, teacher's guide, and Rules for Fighting Fair poster.

Fighting Fair: Dr. Martin Luther King, Jr. for Kids Grades 4-9
Students are challenged to resolve conflicts with skills, not fists, within the framework of Dr. King's philosophy of nonviolence. Students are involved in brainstorming, role playing, problem solving, decision making, and mediation.
Fighting Fair: Dr. Martin Luther King, Jr. for Kids comes with an eighteen-minute video, ready-to-use student workbooks, teacher's guide, and Rules for Fighting Fair poster.

Come In Spaceship Earth: Kids as Crew Members Grades 4-12
Students serve as crew members aboard Spaceship Earth, as they learn to work cooperatively in a common mission - survival and the improvement of the quality of life for the human family.
Come in Spaceship Earth comes with a music video recorded in seven languages, a comprehensive teacher's guide, reproducible student pages, class simulation game, and a colorful poster of Planet Earth with an inscription from Chief Seattle.

Mediation for Kids Grades 3-12
Mediation offers students the opportunity to take responsibility for their behavior. *Mediation for Kids* offers a step by step approach to implement a student mediation program in the school or classroom. The curriculum contains lessons which include active listening, paraphrasing, probing, fighting fair, and many cases ready to mediate.
Mediation for Kids comes in ready-to-use student handbooks, teacher's guide, and Rules for Fighting Fair poster.

Fighting Fair for Families
This clearly written and delightfully illustrated booklet offers many practical, down-to-earth suggestions to help families improve communication and coping skills. Learn how to cool down the emotions, avoid a contest of wills, turn problems into possibilities, use "I Care" messages, negotiate and mediate.
Fighting Fair for Families comes with a Fighting Fair poster sized to fit on your refrigerator.

Peace Education Foundation, Inc.
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Toll Free (800) 749-8838

MEDIATION FOR KIDS

Kids In Dispute Settlement

Fran Schmidt
Alice Friedman
Jean Marvel

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